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ENG 1001C-017-029-071: Composition and Language

Tammy Veach
Eastern Illinois University

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ENGLISH 1001-C COURSE GUIDELINES, FALL 1998

Instructor: Tammy Veach
Office: Coleman Hall 339-C
Office Phone: 581-6295
Office Hours: 10:30- 11:00 MW,
12:00 - 1:00 MWF and by appt.

Texts: Clouse—*The Student Writer, Editor, and Critic*
Stanford—*Connections: A Multi-Cultural Reader for Writers*
Fulwiler & Hayakawa—*The Blair Handbook*
Merriam Webster Collegiate Dictionary
A folder for your coursework

MR

What to say when we write and—equally important—the *way* to say it will be our primary concerns this semester. Language, especially the written word, has the potential to inspire, persuade, instruct, entertain; to engage both our passions and our intellect; literally to unite and divide entire nations. We will explore the purposes and the power of written language this semester, using the words of professional writers along with the students in our own class as our “text.” While we’ll talk some about writing, mostly we’ll write— and write, and write, and write—sometimes for a grade, sometimes not. But writing will be an everyday occurrence in this class. Ultimately, this class will encourage you to develop a critical eye, independent thoughts, and an individual voice for your writing.

ATTENDANCE: If you miss class, for whatever reason, it is your responsibility to find out what we did that day; illnesses or emergencies do not exempt you from meeting the same obligations as everyone else in this class. Your syllabus is merely tentative, so check with me to see if changes were made in your absence. Absences must be excused before you can make up any work missed – you must either sign a release at the health service so that I can verify your visit or you must present me with a doctor’s note (**no photocopies!**) if you were ill (no exceptions). Other reasons for missing class must be discussed with me to be cleared, and I will do so only for serious – and verifiable – circumstances: a death in your immediate family (again, I’ll need confirmation), and so forth. **EXCUSES WILL NOT BE GRANTED FOR MATTERS OF PERSONAL CONVENIENCE** – job interviews or travel arrangements, appointments with your advisor, oversleeping, etc. If you are to miss class because of participation in an **OFFICIAL** University function, work can be made up **ONLY IF COMPLETED AND TURNED IN BEFORE YOU LEAVE**. It is your responsibility to notify me of such absences in advance, allowing yourself ample time to find out about and complete your work. If an illness or emergency means you will miss class for an extended period of time, **contact me immediately** so that I can advise you on how best to keep up with your classwork. Please do not just show up after having missed several class sessions thinking that I can miraculously catch you up. Finally, **UNEXCUSED ABSENCES WILL HURT YOUR SEMESTER GRADE !!** Please note that 20% of your semester grade is based upon in-class writing, classroom activities, and participation.

LATE PAPERS: You must keep up. Assignments are due at the start of class on the dates listed on your syllabus. Essays will be graded down one letter grade for each day they are turned in late. Since an assignment is considered late if it is turned in after I collect them at the start of class, you must show up on time and you must plan ahead for disaster, because “I ran out of ribbon,” “I couldn’t get my computer to print it out,” “the dog (or computer) ate my disk,” “I left my folder in my room,” and the like are **NOT** acceptable excuses for turning your work in late. The only late work accepted without penalty is that caused by an **EXCUSED** absence. **NO ASSIGNMENTS WILL BE ACCEPTED THAT ARE MORE THAN ONE WEEK LATE.**

STUDENTS WITH DISABILITIES: Contact the Coordinator of the Office of Disability Services (581-6583) as early in the term as possible if you have a documented disability and wish to receive academic accommodations. Please let me know as well, because I can be of greater assistance to you if I am made aware of your disability early in the term.

CONFERENCES: These have been scheduled 2 times during the term, though you’re encouraged to come in any other time as well (that’s what I’m here for!). Bring with you a completed rough draft of the current assignment, your written comments and questions about the rough draft, and your folder with your course work. Be prepared to initiate the conversation about your writing. And be wary of breaking the 11th Commandment: **THOU SHALT NOT STAND UP THY ENGLISH INSTRUCTOR.**

VOICE MAIL: While I don’t give out my unlisted home phone number, I do encourage you to call me at my office (581-6295), even at times other than my posted office hours. If I’m not in, my phone is equipped with voice mail, so be sure to leave a message **INCLUDING YOUR PHONE NUMBER**, and I’ll get back to you shortly—I typically pick up my messages several times a day.

GRADING: Eng 1001-C is graded on an A, B, C, or NC (no credit) basis. If you do not earn at least a C for the semester, you must take the course again. English department standards (see handout) will be used to determine grades on all written work. These are rather stringent guidelines, probably much higher than what you were used to in high school, evaluating not only the quality of your ideas but also your writing style, method of organization, ability to avoid grammatical mistakes, etc. Exercises that we do in class, participation, preparedness for conferences, and the like will also be noted in the gradebook, but the quality of your written work will be – by far – the biggest determinant of your grade in this class. I grade on a 90-80-70 scale, with 1,000 points tentatively planned for the semester,** thus, in all likelihood, 900 for the lowest A, 800 for a B, and 700 for a C. **YOU MUST EARN AT LEAST 700 POINTS (70%) TO PASS THIS COURSE.**

**I reserve the right to add quizzes and extra writing assignments as needed, though you will be forewarned of such changes, should any occur.

GRADED ACTIVITIES:

- Assignment # 1, 10% of semester grade (100 points)–Revision of your choice of first three practice essays (personal narrative/descriptive, compare/contrast, cause/effect)
- Assignment #2, 10% (100 points)–In-class essay: Defining a concept
- Assignment #3, 15% (150 points)–Persuasion–Conference required
- Assignment #4, 20% (200 points)–Research–Conference required
- Assignment #5, 30% (300 points)–Portfolio (More on this later, but in short, your portfolio consists of four revised and polished essays that you believe constitute your best writing, two of which you have chosen from the graded assignments, and two of which you have chosen from non-graded assignments, including your diagnostic essay, practice essays, and journal entries. Along with these essays you will submit the original drafts and a statement explaining the changes you made to each essay and justifying your selections.)
- Participation and Daily Activities, 10% (100 points)–(Homework, quizzes, practice essays, conferences, participation in class discussions and activities, etc.)
- Journal, 5% (50 points)–See handout. 20 entries required; checked at the end of the semester.
- Extra Credit, 10 points–Have a Letter-to-the-Editor published this semester in the *DEN*, one of the local papers, your hometown paper, a magazine, etc. Please furnish me with a copy of the entire page on which your letter appears (no photocopies, please).

ENGLISH DEPARTMENT'S POLICY ON PLAGIARISM:

Any teacher who discovers an act of plagiarism–'the appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's original work' (*Random House Dictionary of the English Language*) –has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignments of a grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Judicial Affairs Office.

ENG 1001-C, VEACH: TENTATIVE SYLLABUS, FALL 1998

(SW = *Student Writer, Editor, and Critic*; CMR = *Connections, a Multi-Cultural Reader*, BH = *The Blair Handbook*)

*****In addition to these assignments, you are expected to write 1-2 journal entries per week, for a total of 20 entries by semester's end. You will not be given further reminders about this requirement. See journal assignment sheet for full details.*****

*****Complete all assignments on the days indicated, *BEFORE* coming to class that day. If a reading assignment is given (or if you are otherwise instructed to do so) bring that book or books to class that day; otherwise you do not need to bring your textbooks to class.*****

AUGUST

M 24 Intro to course and policies; English department grading standards discussed.

W 26 What makes good writing? Bring in a sample to discuss. Also: a review of the writing process (incl. deciding on a thesis and considering one's audience.) Be sure you have essay and topic for Friday.

F 28 Diagnostic essay written in class

M 31 Discuss the writing process and narrative writing; Read SW pp. 152-60 & 175-78 & "Graduation in Stamps" (CMR pp. 196-207). (If confused, see also BH pp. 90-101.) In class: practice essay (narrative) assigned.

SEPTEMBER

W 2 Grammar review (bring SW and BH); work on essays.

F 4 Practice essay (narr) discussed in peer evaluation groups – bring your completed draft to class. Also bring a 1-page written evaluation of your practice essay—what worked, what didn't? Begin comparison/contrast

M 7 Labor Day – NO CLASS

W 9 Discuss organization methods for compare/ contrast essay: Read SW 223-29 & 244-48 and sample essay "Neat People vs. Sloppy People" (SW 234-36)

F 11 Bring draft of comparison/contrast essay to class and 1-page self-evaluation of that essay. Read comparison/contrast essays in class and in peer evaluation groups.

M 14 Final practice essay, Cause & Effect, assigned: Read SW 249 - 52 and 266 - 69. Intro/Concl methods discussed: SW 31 - 53. (If confused, see also BH 374 - 89.)

W 16 Sample cause/effect essay: "It's Time to Stop Playing Indians" (SW 256-58). Sentence comb/variety: BH 390-410 and "A Lot of Got" (handout)

F 18 Bring to class a 1-page self-evaluation: Which of your 3 practice essays is best? Why? Analyze the strengths and weaknesses of the essay. Revision strategies discussed: BH 310-18 and revision checklist (handout)

M 21 **REVISION ESSAY (CHOICE OF NARRATION, COMP/CONTR, AND CAUSE/EFFECT) DUE!!!!** Definition essay assigned: SW 270-73 and 285-87. In class read "What is Poverty?" (handout)

W 23 Generating topics for definition essay. Sample student essay, "The Heart and Soul of Hate." Writing Concisely: BH 444-56

F 25 Writing workshop—errors from revision essay; read a sample revision essay in class. Strategies for in-class writing discussed. **Reminder: Are you keeping up with your journal???**

M 28 **IN-CLASS ESSAY (DEFINING A CONCEPT) WRITTEN**

W 30 Persuasion. Read SW 309 - 19 and 331 - 35 (see also BH 122 - 46 if confused). Sample essay: "School Is Bad for Children" (SW 338 - 43)

OCTOBER

F 2 Definition essays returned: writing workshop. ?/s about persuasion. Decide on a topic for in-class debate. Sample essay: "Animal Rights vs. Human Rights" (SW 362-65)

- M 5 Work on rebutting opponents: in-class debate.
 W 7 More on persuasion: bring rough draft to class. Also: writing vigorously – BH 427 - 43
 F 9 No class: Conferences on Persuasive essay – be sure you've signed up for a time and to show up with your completed rough draft at my office – Coleman Hall 339-C
- M 12 " "
 W 14 " "
 F 16 " "
- M 19 **PERSUASIVE ESSAY DUE!!!!!!** Begin Research – how to choose and narrow topics; where to find sources: SW 366 - 374 and BH 178 - 217
 W 21 Evaluating sources: Which ones can you trust?
 F 23 Fall Break: NO CLASS
- M 26 Research topic due; Review in-text citation methods: BH 249 - 78
 W 28 Preliminary sources due. Note-taking strategies: SW 375 - 79; BH 220 - 24. Practice in class – what's important enough to write down?
 F 30 Progress check: 20 note cards due. Quoting, Paraphrasing, and Avoiding Plagiarism: BH 245-49 & handouts

NOVEMBER

- M 2 Plagiarism Quiz; Intro.'s and Concl's; troubleshooting
 W 4 Progress check: Another 20 note cards due; Sample research papers discussed; Read BH 279 - 86.
 F 6 Progress check: Rough outline due (see SW 381-83); sample research papers
- M 9 Research check: Have you started writing? Bring in a segment of your paper for peer evaluation
 W 11 No Class–Conferences on research paper – bring rough draft and necessary sources or photocopies
 F 13 " " to my office (CH 339-C) at the time you signed up for
- M 16 " "
 W 18 " "
 F 20 " "
- M 23, W 25, F 27 No Class–Thanksgiving Break
- M 30 **RESEARCH PAPERS DUE!!!!** Bring in your best piece of writing–be prepared to read it & discuss what makes it good – Portfolio assigned; Read BH 766 - 72. See also SW 95 - 124: "Revising for Sentence Effectiveness"

DECEMBER

- W 2 Making writing memorable: JFK Inaugural Address (handout) and MLK "I Have a Dream" (CMR 302-05).
 F 4 In-class work on portfolios. Consult SW 403-476: "An Editing Guide to Frequently Occurring Errors"
- M 7 Research papers returned. Style and grammar quiz.
 W 9 In-class work on portfolios.
 F 11 **PORTFOLIOS (and journals) ARE DUE!!!! LAST CLASS DAY!!!!**
- M 14 - F 18 Exam Week–No final exam in ENG 1001-C!!! Stop by late in the week to see if I've finished grading your portfolios